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ABSTRACT

Decision Makers is designed to simulate the problems faced by groups trying to produce peaceful social change in their communities. This version illustrates the problems faced when a community group attempts to introduce a course on the issues of war and peace in the local high school. All participants assume roles as residents of a typical suburban community with half becoming change agents, the other half decision makers. The decision makers control three elements necessary to the project's success: seals for official approval, paper money for funds, and negative and positive letters for public opinion. An initial meeting of the entire group begins the process of gaining the decision makers' support and tokens. Each half caucuses seperately and divides into subgroups. A succession of group, subgroup, and joint meetings are held, culminating in a debriefing to examine the dynamics and problems involved in building community support for social change. An introduction, checklist, and scripts for moderators are provided along with charts noting progress in the change process. A list of resource organizations, ways to adapt the game for other social change issues, sample questions, and a game fact sheet are included. (KSM)

DECISION MAKERS

A Simulation Game

About Community Change

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DECISION MAKERS

A Simulation Game About Community Change

developed by

Julia Armstrong Jitkoff
and
Edward Doty

sponsored by
The American Friends Service Committee

and co-sponsored by
United Nations Association of the United States of America

DECISION MAKERS

A simulation game about community change

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DECISION MAKERS

INTRODUCTION:

In American communities today many groups are seeking change for which broad community support is essential. For example, a group might want a low-income housing project built in a middle-class neighborhood. A group of parents might want sex education courses taught in the public school system. Or a group might want educational forums to focus on international problems affecting the community. In all these cases those promoting the project, the Change Agents, need to build community support for their projects.

Decision Makers is a game designed to simulate the problems groups face when they try to produce peaceful social change in their communities. The game dramatizes the interaction between those seeking a change and those whose support is essential for a project to succeed. **Decision Makers** is very useful for groups who have projects they are interested in implementing. This game should help group members begin to think through how to enlist the cooperation of key elements of their community. It enables everyone in the group to become personally involved in a hypothetical situation of trying to promote a project. As an introduction to a day-long or weekend-long workshop or conference, it is a very useful tool; it requires the players, who may not know each other well but who have a common interest, to begin working with each other.

PURPOSE

The game is designed to leave participants with a deeper appreciation of the following points:

1. **Those promoting a project, must identify, for their particular project, the most influential individuals or groups in terms of public influence, official approval, funding, etc. – the Decision Makers.**
2. **The Change Agents must recognize the relative influence of the Decision Maker groups, and understand how they could affect execution of the project.**

3. **The Change Agents must identify the real concerns of Decision Makers, realizing their project may have to be modified somewhat to meet these concerns.**

4. **The group seeking change should know their proposal thoroughly – and the mood of the audience to whom they present it.**

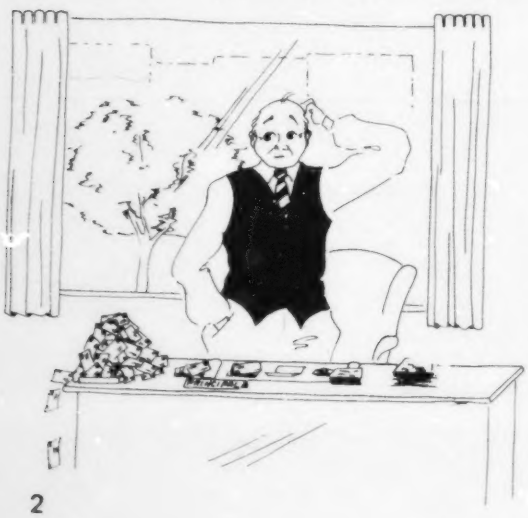
5. **Finally, the Change Agents should plan carefully how to utilize the personalities in their group and the resources they have available to "sell" their ideas.**

While the game can be played using any social change situation, the version of **Decision Makers** described here illustrates the problems faced by a community group which is trying to get a course about the issues of war and peace introduced in their local high school. The group wants to develop students' sophistication about international problems, encouraging them to be concerned, active, "global citizens". They want innovative teaching techniques used to impart factual information and to encourage students to work in the community to make their studies relevant to contemporary events.

Decision Makers as a game, however, is not restricted in usefulness to this topic. A group may want to change the hypothetical course to a different subject or may want to explore the dynamics involved in attempting a different social change project, such as getting support for a free clinic. The game easily adapts to many specific needs. (See page 21 for a more detailed discussion of adaptations.)

THE DYNAMICS OF THE GAME

In this version of **Decision Makers** all the participants assume roles as residents of a typical suburban community. The group is divided in half, one group becoming the Change Agents, the other, Decision Makers. The Change Agents are a local citizens group trying to get a course on war and peace introduced into the high school curriculum. The Decision Makers represent the key elements in the community whose support is needed to introduce the unit. The Decision Makers control the three elements necessary to introduce the unit. In the game they are symbolized by tokens, seals for official approval, paper money for funds, and negative



and positive letters for public opinion. The Change Agents meet with the Decision Makers and must overcome the latters' reservations about the proposed course in order to gain the Decision Makers support and the tokens necessary to introduce the unit.

After the initial meeting of the whole group, the Change Agents and Decision Makers caucus separately. The Decision Makers divide into five sub-groups, each representing one of the key community elements concerned with the school system – students, parents, teachers, school administrators and community leaders. Each group decides what concerns they have about the proposed course the Change Agents wish to introduce. They are given a list of suggested questions to aid their thinking.

While the Decision Makers are caucusing, the Change Agents meet and also divide into five sub-groups to plan strategy for approaching the Decision Makers. The Change Agents and the Decision Makers then meet together so the Change Agents can try to answer the Decision Makers' questions. After this first joint meeting the groups go back into separate caucuses.

The Decision Makers then decide how many tokens to give the Change Agents, basing their decision on how convinced they are of the values and feasibility of the course.

The Change Agents plan strategy for their next encounter with the Decision Makers.

The groups then meet again for a second joint encounter. At the end of that meeting the Change Agents return to their caucus room briefly while the Decision Makers make final decisions about how many tokens to give them.

Finally the entire group meets to hear the results of the game and to have a debriefing to discuss the dynamics and problems involved in building community support for social change.

DEBRIEFING

Upon completion of the game, participants will want time to analyze the dynamics of what has occurred. Without an adequate debriefing period in which players discuss their simulated roles and draw analogies to real life situations, the simulation becomes only a game without educational value. This is the opportune time for participants to be exposed to the purposes of the organizers of the meeting and to realistic possibilities for followup work on the project. If the game is used to trigger a weekend workshop or daylong training period, the debriefing period can thus be utilized to lead into other pertinent learning resources such as speakers,

readings or extended group discussions.

Participants in **Decision Makers** may be particularly receptive to ordering or buying sample materials which relate to the issue they have just dealt with. In this guide we have listed and described materials relating to teaching and discussion about war and peace. Obviously, if the game is adapted to other projects or situations, other relevant resource material should be available afterwards.

DIRECTIONS FOR PLAYING THIS VERSION OF DECISION MAKERS

DISCUSSION MODERATORS. Two moderators are necessary to conduct the game. Having a time keeper or assistant to fill in the charts is an additional help.

SIZE AND AGE OF THE GROUP. The number of players for the game should be between twenty and fifty. More than fifty becomes a bit difficult to maneuver, and prolongs the game about half an hour. Less than twenty reduces the dynamics and personal interaction of the participants. The game has been played successfully with adults, college and senior high school students.

ROOMS. Since the game requires joint sessions of the two separate caucuses, two rooms are neces ary. In the larger room, five tables to sit around have proven most practical.

TIME. The preparation and execution of the game takes at least 1½ hours, so that a schedule alloting 2 hours is most viable. Stringent time segments are advisable to maintain the schedule and you will need a watch or clock to keep on schedule.

SCRIPT. The script can be read directly during the game. It is important that both moderators practice once out loud. Familiarity with the directions and game dynamics will make them feel at ease with the sequence of events.

The script of the game for the moderators begins on page 7. To understand the game and the rest of these instructions you should go over it briefly now.

MATERIALS FOR THIS VERSION OF DECISION MAKERS

IDENTIFICATION BUTTONS. You will need enough identification buttons for all the participants.

The Decision Maker buttons marked with **DM** and with a background color corresponding to the Decision Maker handout sheet also designate which role the wearer is to assume. (Parent, teacher, school administrator, community leader, student)

The buttons marked **CA** with a background color corresponding to the Change Agents handout sheet are also marked meet with (parent, teacher, school administrator or community leader). Change Agents do not assume

these roles as do the Decision Makers but play themselves and meet with the Decision Makers who are playing the roles corresponding to those marked on their buttons.

FACT SHEETS. In the beginning of the game, each participant should receive a fact sheet. Distribution of an even number of both colors of the fact sheets will divide the group evenly in half. The fact sheets describe the community, in this case Springdale, in which the game takes place, the time needed for each section of the game, and the amounts of tokens needed by the change agents for introduction of the course for six weeks, six months, or one year.

TOKENS. 13 Seals of Approval: The seals of approval symbolize the administrative authorization needed from those in the school who have a direct say in school policy and courses. They may be principals, superintendents, chairmen of departments, board of education members, teachers, etc. The seals of approval are divided up among the Decision Makers according to the relative influence of each group on such policy decisions.

$1200 in Paper Money: The paper money, symbolizing the funds needed to introduce the course, is divided among the Decision Maker groups according to the relative amount of money each has for school projects. The money is in denominations of $100, $50 and $20.

50 Letters: Letters represent the popular endorsement of, or opposition to the course by community members. This expression of opinion is one means of influencing administrative decisions. Letters differ from seals of approval in that those who write the letters have little, if any, direct authority to grant permission for the course to be taught. The distribution of letters is therefore according to the relative influence of the Decision Maker group who send them to the school administrators.

Letter of opposition represent negative opinions and are just as influential as the positive letters. Public support is measured by subtracting the total number of negative letters from the total number of positive letters.

POSTERS. The posters are visual aids which help participants follow the progress the game. The Progress Report poster has a chart which enable the Change Agents to see clearly after each session with the Decision Makers the progress they are making with each separate Decision Making group.* The poster with the contributions report is filled in at the end of the game to show the results which may be no course, a six weeks course, six months or year-long course. (See page 17 for sample Charts.) After the posters included with the game are used, you may wish to draw your own or use a blackboard.

* *It is helpful to record the amounts of tokens next to columns of the chart as you fill it in.*

5 SAMPLE QUESTION CARDS. Each Decision Maker group receives a list of suggested questions that their particular group would be likely to raise if a community group came to them seeking support for a course in the high school. (Of course, the questions would have to be changed if you play the game using a project other than the course Challenges of Peace Building as your focus. (See sample questions page 24.)

5 ENVELOPES. To expedite the mechanics of the game and prevent mistakes or confusion with the tokens for each group of Decision Makers, put the correct number of letters, seals and money in the envelopes and label them.

CHECKLIST FOR PLAYING THE GAME *

I PLAYERS

A. Two moderators to read the scripts
B. Twenty to fifty participants
C. Assistants for the moderators if desired

II TIME ALLOTMENT

Game Time	70 minutes
Discussion	20 minutes
Total	90 minutes

III MATERIALS

A. Two copies of the script: one for each of the moderators
B. Fact Sheets for each of the participants: half gold, half white
C. Identification buttons: half for the Decision Makers; half for the Change Agents
D. Five envelopes containing:
   1. The allocated number of tokens (money, seals and letters for each of the groups.)
   2. One card per envelope with suggested questions for each of the Decision Makers groups
   3. Buttons for the Decision Maker groups
E. Posters or a blackboard for the Change Agents Progress Report Chart and the Total Contributions Chart. (Three colored felt tipped pens or chalk for the charts)
F. One clock or stop watch

IV ROOM ARRANGEMENTS

A. Two rooms
   1. One room must be large enough to hold the whole group in five table/chair arrangements
   2. One room needs five even groups of chairs for half the group.
B. Put the Progress Report Chart in the smaller room and the Total Contributions Chart in the larger room.
C. Put the Decision Maker buttons and envelopes on the tables in the larger room and keep the Change Agents' buttons for the appropriate time for handing them out.
D. Have the supplementary materials for sale or to order displayed in an appropriate accessible place.
E. **Be sure to remind everyone to return the fact sheets, buttons, tokens, question cards and envelopes.**

* *Full explanation of each of these categories is found on pages 4 and 5.*

DECISION MAKERS

SCRIPT

Before beginning the game – welcome the players and introduce yourself, the other moderator, assistants if you have them, and the organizations you represent.

The **Moderator for the Decision Makers** will begin reading the introduction and will act as the Decision Makers moderator when the group splits in half.

The **Moderator for the Change Agents** will act as the leader for the Change Agents when the group splits in two after the introduction.

INTRODUCTION

DYNAMICS

This introductory explanation may be read directly from the script or outlined on three by five cards.

Allow 15 minutes

SCRIPT

Many people are currently taking responsibility for projects which may be unpopular at the outset but will benefit their community in the future. For example a group might want a low income housing project built in a middle class neighborhood. Parents might want global issues courses taught in the public school system. A hospital might want to build a methadone clinic in a residential area adjacent to its facilities. In all these cases, those seeking change, the Change Agents, need the support of key elements of the community to insure success for their projects.

DECISION MAKERS, the game we are going to play simulates the kinds of problems you would face if you were trying to get community support for a controversial project. The game dramatizes the interaction between those wanting the change and the people whose support is needed.

DYNAMICS

SCRIPT

It gives a formula for building community support for a social change project. While it could be played using any social change situation, for our purposes today the game will illustrate the problems faced by a community group which is trying to introduce a course on war and peace issues into their local high school curriculum.

The game is a simplified version of reality. At the end we can discuss how it conforms to actual situations. In this game, half of you will be Decision Makers, who are the key representative elements of the community. The other half of you will be the Change Agents, who represent active people in the community.

These are roles which are described in detail in your handout. The rules of the game require that whichever role you are assigned, you stay as much in character as possible. The role playing is easy and you don't need any experience or preparation. If you aren't sure what to do just go ahead and improvise.

O.K. let's start. You are all residents of Springdale, a typical suburb in a large metropolitan area. The community is described on the first page of the fact sheets you all received when you entered. Let's take a few minutes to read the sheet.

Wait while the group reads the first page of the fact sheet.

In Springdale, the Change Agents, a citizens' group concerned about the public schools, has surveyed the courses in the local high school and have discovered few that relate to international affairs.

Since they feel young people today need to know about the world and the challenges our country faces, they have decided to try to get the schools to teach a course on war and peace. If they are to succeed they need the support of key groups in the community that can influence school curriculum. These groups are students, teachers, school administrators, parents and community leaders –

DYNAMICS	SCRIPT
	the Decision Makers. A brief sketch of each group is on page two of the fact sheet. Take a minute now to look at those descriptions.
Wait while the group reads page two and three of the fact sheet.	
	Those Decision Makers control the three elements necessary to introduce the unit – official approval, funds and public endorsement of the project. In this game we symbolize these elements by tokens –
Hold up sample of each	seals for official approval, paper money for funds and positive and negative letters for public reaction to the project. On page 3 of the fact sheet
Turn to page 27	is a chart showing how the tokens are distributed. Take a look now at that chart. You can see that altogether the Decision Makers have $1,200.00, 13 seals representing official approval and 50 letters representing public reaction. At the bottom of the chart you see listed what the Change Agents need to introduce the course. The Change Agents must meet with the Decision Makers and overcome their reservations about the project in order to gain the Decision Makers support and the tokens necessary to introduce the course. Since this is the essence of the game, I'll repeat what I just said. **The Change Agents must meet with the Decision Makers and answer their questions about the project to gain their support and the tokens necessary to introduce the course.**
Those with gold fact sheets go to the small room. Those with white fact sheets remain.	We now will divide into two groups, the Change Agents and the Decision Makers, and meet separately to get further instructions about how to proceed. If the fact sheet you received is gold you will be a Change Agent. If it is white you will be a Decision Maker. The Change Agents will accompany their moderator to (indicate room). The Decision Makers will remain here.

moderator for decision makers

DECISION MAKERS FIRST CAUCUS

DYNAMICS	SCRIPT
Have everyone divide into five equal groups	Let's split up now into five groups, one at each table and then I will give you some additional instructions.
Make sure each table or group of chairs has an envelope with the proper number of tokens and identification buttons.	We are Decision Makers and represent key elements in the community of Springdale. On each table is a set of identification buttons. Pin one on and from now until the end of the game, you should assume the role marked on your button.
Have the Decision Makers look over their roles in the fact sheet briefly.	Let's take a look again at the second page of the fact sheet describing the Decision Makers. In a little while a group of Change Agents, an average group of adults from Springdale, who are interested in enlisting our support for the introduction of a new curriculum will meet with us. They need our support to get their Challenges of Peace Building course introduced into our high school. Look again at the outline of the course in your fact sheet. On page 3 of the fact sheet is a chart showing the total number of tokens each group has to work with and the numbers needed for a full year course, a six month course, and a six week course. Using these charts, you can determine how you want to distribute the tokens available to your group. In the envelope on each table are your alloted number of tokens proportionate to the influence of your group in the community on this issue which affects the public schools. Remember the seals represent official approval, the letters represent positive public support or opposition, and

DECISION MAKERS FIRST CAUCUS (Cont.)

DYNAMICS

SCRIPT

the dollar bills, funds. Also in the envelope is a list of questions which might help trigger your response to the Change Agents proposal. Study these and formulate your positions either as individuals or as a group. We have a few minutes before the Change Agents come in.

The Change Agents enter for the first meeting with the Decision Makers which lasts 10 minutes.

DECISION MAKERS SECOND CAUCUS

DYNAMICS

SCRIPT

15 minutes are available

Now that the Change Agents have left, decide how many tokens, if any, you wish to give them to support their project. Remember your decision should be based on the merits of their course and how well you think they answered your questions. Take five minutes to decide and then put your tokens in the envelope.

Wait five minutes, collect the envelopes and give them to the moderator in the Change Agents room.

We have about ten minutes before the Change Agents come back.

DECISION MAKERS SECOND CAUCUS (Cont.)

DYNAMICS

Call on each group in turn. Ask short followup questions if necessary to get the reactions of each group to their encounter with the Change Agents.

See how the group reacts to this next discussion period. If they seem fully involved in group meetings let the discussion proceed without interference until you tell the whole group the Change Agents are ready to meet with them. On the other hand, if discussion in the group seems to be dragging or if one or more groups are not engaged in lively discussion then you could consider getting the whole groups attention and asking different groups if they have questions to ask other groups. You could suggest some questions based on the reports given about the first encounter with the Change Agents. Try to keep it lively!

Call in the Change Agents when the 15 minute caucus period is over.

SCRIPT

Let's find out how each group responded to the Change Agents proposal. Tell us how many tokens you decided to give the Change Agents and how you reached that conclusion.

Would you like to ask one of the other community groups any questions before the next meeting with the Change Agents? For example, teachers might want to know how the administration feels about their teaching Challenges of Peace Building as a six week course.

O.K. there's just a little time left for each of your groups to discuss your last meeting with the Change Agents. Remember to stay in the character of your roles.

We will have fifteen minutes for this final meeting with the Change Agents. Then you will have a final 5 minutes to decide if you want to give any more tokens for the Change Agents course. Then we will reconvene as a whole group to discuss the results and the game.

DECISION MAKERS FINAL CAUCUS *

DYNAMICS

When the time is up, the Change Agents should leave the room promptly. Give the Decision Makers 5 minutes to make up their minds about the final distribution of tokens and then take them into the Change Agents.

SCRIPT

Decision Makers, use the same standards of judgement used before to decide how many tokens if any you want to give to support the project. You have five minutes to make up your minds.

Put the tokens you decide to give in the envelope.

* *See page 16 for debriefing instructions.*

moderator for change agents

CHANGE AGENTS FIRST CAUCUS

DYNAMICS

Have the chairs arranged into five groups or ask the Change Agents to divide into five equal groups, as they enter.

SCRIPT

We are all Change Agents, average community residents of Springdale. We are hoping to get a course on war and peace introduced into our high school. On page 4 of the fact sheet is a description of the course. Study it thoroughly. To best answer the Decision Makers questions about the course, it is important that you work out together your arguments for the introduction of the course so you will be consistent. Now, let's go over it together.

Read the outline of the course Challenges of Peace Building, p. 28

Hand out an even number of each type of button.

We need the support of five key groups of Decision Makers. Here are your identification buttons which designate which Decision Maker group you will be talking to.

Change Agents remember *you* are average community residents. You will be speaking to people who have assumed the roles of groups marked on your buttons.

Let me give you a quick description of the dynamics of the game from start to finish.

While you are in here, you will have about ten minutes to go over the course outline to prepare yourselves for your first meeting with the Decision Makers. Then you'll join them in the other room to try and persuade them of the value and feasibility of your curriculum Challenges of Peace Building. They have the description of the course and are preparing to ask you questions about things like costs, teacher training, field work, materials, or controversial subjects.

After 10 minutes, you all come back here. The Decision Makers will decide how many tokens, seals of approval, funds and negative or positive letters,

CHANGE AGENTS FIRST CAUCUS (Cont.)

DYNAMICS

SCRIPT

they want to give you and will send them in here. We will record the number of tokens you receive on the progress chart. From the chart you will know which Decision Maker groups you really need to concentrate on. You'll have a few more minutes to discuss and plan your last meeting with the Decision Makers. That meeting will take 15 minutes. You again come back here while they make their final contributions to your project. We'll all meet together after that to hear what kind of course you have been able to persuade the school to introduce. Then we'll have a "debriefing" to discuss how realistic the process of the game is relative to actual situations and to your own experience.

Make sure that the Change Agents realize they are playing themselves and only meeting with parents, teachers, etc. Circulate unobtrusively to make sure each group begins to strategize.

After 10 minutes, take the group to join the Decision Maker groups in the larger room.

Now you are on your own. Take about 10 minutes to go over the course description. Within your group try to figure out what type of approach will be most appealing to the group of Decision Makers you will be meeting. For example, what kind of questions would teachers have about a course with so many new concepts and activities? How can you describe the ideas so they will be appealing? Remember you have ten minutes to formulate your strategy.

CHANGE AGENTS SECOND CAUCUS

DYNAMICS

SCRIPT

After 10 minutes with the Decision Makers, go back to the Change Agents room and wait for the Decision Makers groups to decide how much support they want to give for the course.

We will have to wait a few minutes before we get the results of the first meeting with the Decision Makers. Why don't you spend the time discussing questions you were faced with, how you answered them and what strategy you want to use in the second meeting. You might want to discuss:

1. Which question gave you the most difficulty?

2. How did you answer it?

CHANGE AGENTS SECOND CAUCUS (Cont.)

DYNAMICS	SCRIPT
	3. Did any other group encounter the same question? How did you answer it?
	4. Does your group need additional information?
When the envelopes are brought in, give them to respective groups and ask them to call their results. Fill in progress chart.	Here are the results.
Appoint Treasurer – Ask Treasurer to pick up tokens and envelopes.	Can we have a volunteer to be the Treasurer and keep the tokens?
	When we have the final results after our next caucus, the Treasurer will make a final report for the Change Agents to the joint meeting.
Have the Treasurer keep the tokens and return the envelopes to the respective Decision Maker groups.	Now that you know which Decision Maker groups you need to focus on, some of you who have been more succesful might want to join another group to help out in the second round.
Change Agents and Decision Makers meet.	O.K. time to meet again with the Decision Maker groups for fifteen minutes.
Moderator watch time and separate after 15 minutes.	

CHANGE AGENTS FINAL CAUCUS

DYNAMICS	SCRIPT
Final caucus 5 minutes	What were the most difficult or interesting questions you had to deal with?
Play this by ear. While the Change Agents are waiting the 5 minutes after the 2nd joint meeting use the suggested questions if necessary.	How did you answer them? How did other groups answer them?
Pass the envelopes out to the Change Agents. Remember that you don't have much time. Take the Change Agents back for the final joint meeting with the Decision Makers.	Would each group in turn tell me (or whoever fills in the Progress Chart) what the final contributions are from the Decision Makers.

FINAL JOINT MEETING

DYNAMICS	SCRIPT
With the whole group together, have the Change Agents' treasurer give the report. While he is talking fill in the Total Contributions Chart showing the results of the game.	Could we have the treasurer's report please. Please put all tokens and buttons in their respective envelopes.

DEBRIEFING

This should be the most interesting and rewarding segment of the game. The following page provides a guideline to help make sure your group leaves the game with a better grasp of the elements necessary for social change. Study the summary below as an example of organization of ideas for the discussion and highlighting of important concepts

1. PLAYING THE GAME
   - A. **The results:** Go over the final results on the progress chart. Skip it if time is short. Let each Decision Maker group explain its response to the Change Agents' presentation. Let each Change Agent group explain its strategy.
   - B. **Purpose of the Game:** The game is designed to leave participants with a deeper knowledge and familiarity with the following:
     1. **The identity of the key elements in a community whose support is necessary for implementation of a project.**
     2. **An appreciation of the different elements necessary for a project to succeed. In this case: funding, public support, and official approval.**
     3. **A realization of the differences in power of Decision Making groups.**
     4. **Identification of the real concerns of each Decision Maker and Change Agent group.**
     5. **Knowledge of the format of an effective proposal and the importance of knowledge of the mood of the audience.**
     6. **An understanding of the importance of maximizing the talents and energy of a group.**
2. RELATING THE GAME TO REALITY
   - A. Ask if any of the participants are teachers or educational administrators.
     1. Ask them how realistic the results are.
     2. Is the community description realistic?
   - B. Was the interaction between the Decision Makers and the Change Agents plausible?
     1. Personal anecdotes
     2. Group consensus on strategy for social change.
3. RELATING THE GAME TO YOUR ORGANIZATION AND YOUR PURPOSE IN PLAYING THE GAME
   - A. Are there any other programs to follow?
   - B. Additional resources for follow up action.
     1. Present literature, organization reports
     2. Sign up sheets
     3. Miscellaneous

SAMPLE POSTERS

TOTAL CONTRIBUTIONS CHART

NEEDS:	DOLLARS	SEALS	LETTERS
1 YEAR	$1200	13	17*
6 MONTHS	$500	7	8
6 WEEKS	$200	6	2

PROGRESS REPORT CHART

	Educational Administrators	Teachers	Parents	Students	Community Leaders
	$ S L	$ S L	$ S L	$ S L	$ S L
Maximum	$420 7 3*	$200 4 3*	$150 1 8*	$150 1 3*	$280 0 8*

* *Remember one negative letter cancels one positive letter.*

RESOURCES

Listed below are just a few of the many resources and services offered by these organizations. Most of the materials can be used directly in the classroom or as provocative discussion material. For efficient transfer to active use, each publication should be examined within a framework suited to your individual purposes.

American Freedom from Hunger Foundation
1717 H Street, N.W.
Washington, D.C. 20006

Development: Bridge to Peace, by Kathleen Desmond, new edition.

A teaching unit and study guide for the classroom, community, seminars, or independent study.

American Friends Service Committee
New York Metropolitan Office, 15 Rutherford Place, New York, N.Y. 10003

National Office:
160 North Fifteenth St.
Philadelphia, Penna. 19102

Workbook to End War, published jointly by the National Peace Literature Service of the AFSC and the AFSC Middle Atlantic region.

Comprehensive collection of action-oriented resources designed especially for work with local churches, synagogues and community groups.

Center for War/Peace Studies
218 East 18th Street
New York, New York 10003

INTERCOM issues No. 69, **Development: New Approaches** and No. 71, **Teaching About Spaceship Earth.**

Both issues feature teaching units: the former for grades ten through fourteen, and the latter for elementary grades. In addition, there is a wealth of annotated bibliographic material.

The Christophers
12 East 48th Street
New York, N.Y. 10017

Peace, War and the Christian Conscience, by Joseph Fahey, free.

A short guide which helps put the war/peace issue into perspective for the Christian Conscience.

* *For bulk orders many of the organizations may have special rates.*

Foreign Policy Association and Thomas Y. Crowell Co., 1971, $2.50 345 East 46th Street New York, New York 10017	**Simulation Games for the Social Studies Classroom**, William A. Nesbitt. Covers the strengths and weaknesses of teaching through games, describes many games and where to purchase them.
American Education Publications Education Center Columbus, Ohio 43216	The Harvard Social Studies Project has produced a series of issue-oriented unit books which deal directly with war, peace, conflict and change. In sets of ten or more with a teachers guide, 35¢ per unit and the authors are Donald Oliver and Fred M. Newmann.
World Without War Council 1730 Grove Street Berkeley, California 94709 or write for the game adaptation to World Without War Council	**World Without War Game** Provides an experience and springboard for the path to end war and the war mentality. The game can be used with twenty to forty people for a weekend or there is an adaptation for use in the classroom.
Institute for International Order, formerly the World Law Fund, Room 780 11 West 42nd Street New York, New York 10036	Develops curriculum materials and teaching techniques on world order studies. It has extensive bibliographies and resources for teaching curriculum units, multi-media and films.
Overseas Development Council 1717 Massachusetts Ave NW Washington, D.C. 20036	**The Interdependence of Nations**, Lester R. Brown, Development paper 10, October, 1972. The essay is adapted by the author from his book **World Without Borders** and focuses on the components of and necessity for an integrated world.
United Nations Assoc'n. 345 East 46th Street New York, N.Y. 10017	**UPDATE.** A monthly newsletter of the Student and Young Adult Division of UNA-USA which gives citizens the information they need from Capitol Hill and the United Nations to deal with the realities of foreign policy in their communities and in the nation. **VISTA.** A monthly magazine which features analyses and articles on international and United Nations affairs and includes annually a compendium of issues before the General Assembly.
United States Committee for UNICEF 331 East 38th Street New York, N.Y. 10017	The information Center on Children's Cultures contains films, slide sets, photo files, film strips, a children's library and teacher and resource kits. These exhaustive media, informational and educational materials for teachers and individuals deal primarily with international development and life styles of children around the world.

ADAPTING DECISION MAKERS

ADAPTING DECISION MAKERS TO FIT YOUR PARTICULAR NEEDS

As with most educational tools, **DECISION MAKERS** is best utilized when adapted to your individual situation. While changing the basic dynamics of the game would alter its essential character, adapting many aspects of the game to conform to your project may make the game seem more exciting and relevant to the participants. Listed below are some of the areas in which changes can be made without altering the basic dynamics of the game. The first eight areas all continue to use the introduction of peace studies into school curricula as the social change being sought. The last section describes adaptation of the game to other social change situations.

1. COMMUNITY SETTING

In the version of **DECISION MAKERS** described here the community in which the action of the game takes place is Springdale, a typical suburban community of a large metropolitan area. While the name of this community is fictitious, the description is that of a community in the New York Metropolitan area. If you wish, you can change the description of the community to include elements that fit your particular setting or you can describe an entirely different community. If you do change the description you should keep in mind several things:

1. Make the description as accurate as possible envisioning an existing community when preparing the description.
2. Disguise the description by making up a name for the community and eliminating details that would give away its exact location. The game will tend to bog down if people think they are playing particular individuals in a specific community rather than general groups.
3. Include in the description the essential elements mentioned in the description of Springdale in the Fact Sheet.
4. Keep the description *simple*! Do not include too many details so that participants have room to be creative. Keep the description short so that people will have time to read it and absorb it during the allotted time in the game.

2. DECISION MAKER GROUPS

If you change the community setting for the game you will have to make minor changes in the description of the Decision Maker groups. If you choose an inner city setting you may want to include people from minority groups. Again, the important thing is to keep the description simple while still including the essential elements you feel these groups contain. It is conceivable that in your community there may be a

different set of Decision Maker groups that affect the school. However, in most communities the groups described here will be the key elements.

3. CURRICULUM: CHALLENGES OF PEACE BUILDING

To fit your needs you may want to change the course. "Challenges of Peace Building", is not an actual course. It draws from a number of essential concepts which are illustrative of war/peace studies courses. If you decide to change the course, keep in mind these things:

1. There is not enough time in the game for participants to read and understand detailed descriptions of suggested courses. Therefore, any description you write will have to be easily understood and concise.
2. The game explores the dynamics of social change, not the relative merits of individual peace studies courses. Therefore, your description should be readily understood by all the participants.
3. All the elements (i.e., goals, teaching methods, cost, etc.) described in the "Challenges of Peace Building" course should be included in any new description you write.
4. Be careful *not* to describe the course in too glowing terms so there will be some controversy over its introduction. If you look carefully at the "Challenges of Peace Building" description you will see that we have deliberately used some charged words to describe certain elements of the course (i.e., controversial speakers" and "pressure group").

In changing the description of the curriculum you may want to change the costs. Since the "Challenges of Peace Building" is a fictitious course, obviously the figures we give are also fictitious. However, they were based on estimates by several educators as to what such a course might cost in a suburban school district in an eastern city.

4. DISTRIBUTION OF TOKENS

If you are adapting the game to fit your particular circumstance you should examine the chart describing the distribution of tokens to see if it conforms to your project. Obviously there is a great deal of guess work involved in distributing tokens based on influence of particular groups on decisions effecting the school system. In developing our ratios for distribution of tokens we consulted a number of educators about the relative influence of groups on their school systems. If you feel only minor adjustments are necessary in the token distribution, you may simply want to use the figures described here and bring out the minor adjustments during the discussion at the end of the game. However, if the figures need substantial alteration you will have to change the charts and the posters as well as the fact sheets and the scripts.

5. SCRIPT

If there are any adaptations in the materials for the game you should make sure you note those changes in the appropriate places in the script. You may also want to consider revising sections of the script to fit your project. Since the dynamics of the game have been tested in a number of settings we suggest retention of the essential elements while altering the language to fit your particular style and the needs of the participants.

6. QUESTIONS FOR DECISION MAKERS

As you look over the suggested questions for the Decision Maker groups, you may

want to adapt them to bring out particular points. Keep in mind that you need enough questions so that the imagination of the participants will be stimulated. However, if there are too many questions people may feel obligated to raise all of these questions and consequently may not give the Change Agents adequate time to think of responses.

7. DISCUSSION AFTERWARDS

Obviously one of the most important elements of the game, the debriefing, occurs after the initial play of the game. If you are spending a full day or a weekend in a workshop or training session, you will want to explore how the game can tie into the rest of your activities. In any case allow time for participants to talk about the particulars of the game and who did what, when and why, and then try to move the discussion into general principles. Remember, the purpose of playing the game is to draw lessons about reality, so even if participants have negative feelings about certain aspects of the game, you can use the discussion to air those feelings and to move on.

8. GROUP SIZE AND TIME

As we said before, **DECISION MAKERS** is designed to be played by a group of twenty to fifty people. If you want to play the game with a smaller group you can consider combining several Decision Maker groups. For instance, you may combine the teachers with the educational administrators and the parents with the community leaders, but you will still divide the groups into Change Agents and Decision Makers. For the dynamics of the game to operate no sub-groups of Change Agents or Decision Makers should be smaller than two people. Obviously if you do combine groups you will have to make changes in the materials and in the script. If the game is played with fifty or more participants, allow more time for movement between rooms and caucuses. In large groups you might consider having each sub-group of Decision Makers and Change Agents appoint or elect a leader.

9. ADAPTING DECISION MAKERS FOR OTHER SOCIAL CHANGE ISSUES

A fair amount of work will be involved in adapting Decision Makers to a different community project. You will need to rewrite the description of the community setting in order to describe the elements that will effect the social change you wish to bring about. You will have to substitute a description of the curriculum in this version of the game for your social change issue. For example, the problem of lack of access to transportation and public facilities for the handicapped in an average community could mean submission of plans and a budget to key public officials.

Decide which key elements of the community are essential "Decision Makers" for your particular project. You may find that the groups whose support you need are not the same. Their numbers may also differ from our version of the game. Prepare a description of each group for the fact sheets. In adapting the game for different projects, consider creating different tokens (although for most situations, funds, official approval and public support are essential). The distribution of the tokens will have to be altered to suit your needs.

POSSIBLE QUESTIONS FOR DECISION MAKER GROUPS *

Possible Questions **Students** Might Have –

1. How much homework will we get?
2. Will all sides of the issue be presented?
3. How will the unit be taught? How will it be different from our other courses?
4. How is the unit topic relevant to our concerns?
5. How will it help us prepare for college?

Possible Questions **Teachers** Might Have –

1. How can I teach this unit when I feel unprepared to deal with peace issues?
2. Will I get enough training?
3. Will I get support from the school administration if I deal with controversial topics or teaching methods?
4. How will this unit relate to the rest of the social studies curriculum?
5. Is this unit pushing one political line?
6. With field trips and independent study will I be able to maintain discipline in the classroom?

Possible Questions **Administrators** Might Have –

1. Will the teaching method of the unit be disruptive to the rest of the high school?
2. How can we find the funds in our tight budget?
3. Is the unit pushing one political line?
4. Why is this unit more important than anything else?
5. If we use the unit will other community groups request units for their special interest?
6. What reaction will there be in the community?

Possible Questions **Parents** Might Have –

1. How will the unit help my child prepare for college?
2. Is the unit pushing one political line?
3. With seminars and field trips will my child get enough discipline to learn?
4. On field trips will my child be in danger?
5. Why is the unit necessary?

Possible Questions **Community Leaders** Might Have –

1. Is the unit pushing one political line?
2. Will the unit encourage "radical" action from the students?
3. How will the unit prepare students for college or jobs?
4. How expensive is the unit? Where will the funds come from?

* *The questions are on cards, one for each Decision Maker group.*

FACT SHEET

YOUR COMMUNITY

You live in the town of Springdale, a typical suburb in a large metropolitan area. Springdale has a population of 25,000 with a median income of about $15,000. Some quite wealthy people live on estates in one section of town. Some poor people live in a section of dilapidated housing on the other side of town, while the bulk of the population live in single family houses, typical of middle-income suburban areas. The town is 95% white.

Springdale is a residential community with a substantial number of citizens commuting to work in the city. Some people, however, are employed in the town's few industries or in stores and other service occupations. Republicans outnumber Democrats by two to one, although th[illegible]wn for the last several local elections has put Democrats in the key positions.

Religiously, the town is 25% Protestant, 45% Catholic and 30% Jewish and has a number of churches and synagogues. The town has a United Nations Association Chapter and the usual complement of public affairs organizations such as a League of Women Voters chapter, a Kiwanis Club, PTA's, etc., and has several country clubs and social organizations.

Springdale has five public elementary schools, two intermediate or junior high schools and one high school. About 30% of the population send their children to private or parochial schools. The public schools operate under general guidelines established by the state Department of Education but wide latitude is given to the local school board to make decisions about curricula. The School Board for Springdale has a reputation for supporting traditional methods but has favored innovative curricula that meet the expressed needs of the area's residents.

TIME NECESSARY FOR GAME

Introductory Explanation	15 minutes
First Caucus (Change Agents and Decision Makers meet separately)	10 minutes
First Joint Meeting (Groups meet together)	10 minutes
Second Caucus	15 minutes
Second Joint Meeting	15 minutes
Final Caucus	5 minutes
Game Time	70 minutes
Discussion	20 minutes
Total	90 minutes

NOTE: Please return this Fact Sheet, the tokens, buttons and envelopes at the end of the game.

decision maker roles

STUDENTS

We are a fairly representative group of students from a suburban middle income area. Most of us are concerned with making adequate or reasonably good grades and going on to college. We generally prefer dating and football as activities after school. Activist student groups have almost died out since the moratoriums of a few years ago. There are still some community service and radical groups around involving about 10% of the student body.

PARENTS

As typical suburban parents we are actively interested in our children getting a good high school education. Most of us want very much for them to go on to college and get the kind of training that will qualify them for a good job – preferably in the professional fields. We are happy for our kids to be involved in projects at school and will help if necessary on special occasions; however, an individual project should not take up so much time that it causes grades in other courses to drop. We think learning self-discipline is an essential function of education. While some of us are sympathetic to the peace movement, most of us believe students who strike, disrupt classes or get involved in similar "radical" activities, are going too far. For their own security and benefit we would be happiest if they would concentrate on their school work.

TEACHERS **(Including department heads who have considerable power to make decisions about curriculum and who are generally also teaching.)**

Most of us live in the community. The High School, though a public one, pays us fairly well and does not overburden us with too many students per teacher. Only about 10% on our staff have traveled abroad and are really interested in international affairs. Our faculty are a cross-section of young teachers recently graduated with degrees in education, and more experienced individuals. The more experienced teachers naturally have quite a bit of respect and influence, both with the administration and the department chairmen. Their classes are strictly disciplined and their methods, tried and true.

However, some of the younger teachers have brought in fresh teaching ideas and suggestions on use of multi-media materials that have been helpful to us all. Comprising about 15% of the faculty, these teachers are eager to try new materials and will take the time and effort to be trained to use them correctly. The majority of the rest of us are not quite as involved in our teaching careers, having been at it longer. We treasure our free time away from school.

ADMINISTRATORS **(Including the Board of Education, Superintendent, and school principals)**

Our main concern is to keep the schools running smoothly. We keep a strict eye on our limited budget, but we do have funds available for experimental courses. We are held responsible for the security of our students in any activities relating to their school work;

luckily we have been able to get full insurance. We prefer not to institute a course which might become too controversial within the community. We don't want our students to become members of visible radical action groups.

We are wary of highly politicized groups trying to influence our teachers and the materials they use. Our policy is to avoid programs that are too controversial and jeopardize our credibility as educators in the total community.

Our superintendent is quite progressive and encourages us to try new materials and methodology.

COMMUNITY LEADERS (Clergy, businessmen, housewives, professionals, etc.)

We are the influential members of our community. Each of us belongs to several civic groups such as the Chamber of Commerce, League of Women Voters, U.N.A., Lions, Kiwanis, the P.T.A., etc. Our concerns are to promote a stable, growing, law-abiding community. We want our kids to be qualified to get a good job and be an asset to the community.

We are proud of our local schools and consider them to be one of the strengths of our community. We feel they satisfactorily prepare our young people for college. We would be interested in any school activities which help develop a sense of community responsibility, but we are wary of undisciplined students who disrupt classes or get away with similar radical action on behalf of some "cause". Schools should be careful of allowing such academic freedom which gets out of hand.

DECISION MAKERS INFLUENCE CHART:

TOTAL TOKENS	Educational Administrators	Teachers	Students	Parents	Community Leaders
$1,200	420	200	150	150	280
13 Seals	7	4	1	1	0
25 Positive Letters	3	3	3	8	8
25 Negative Letters	3	3	3	8	8

NEEDED TO INTRODUCE UNIT:

Full Year Course	6 Month Unit	6 Week Unit
$1200 dollars	$500 dollars	$200 dollars
13 Seals	7 Seals	6 Seals
17 Positive Letters	8 Positive Letters	2 Positive Letters

CHALLENGES OF PEACE BUILDING

HIGH SCHOOL COURSE

The Change Agents want to get the course described below introduced into the social studies curricula in our local high school.

Each of the following areas would be treated:

1. DISARMAMENT – THE CHALLENGES OF NUCLEAR WEAPONS
2. INTERNATIONAL INSTITUTIONS AND WORLD LAW
3. SOCIAL CHANGE AND ECONOMIC GROWTH IN DEVELOPING AREAS
4. NON-VIOLENT MEANS OF PRODUCING CHANGE IN A DISARMED WORLD

GOALS:

1. Understanding of international perspectives on global issues
2. Development of the desire to act on these issues.

TEACHING METHODS:

1. Seminar discussions
2. Simulation games
3. Role Playing
4. Controversial speakers representing a range of points of view
5. Films

EXTRA CURRICULAR ACTIVITIES:

1. Field trips – visits to UN agencies, missions to the UN, partisan groups (for example, Arab Information Agency, Palestinian Arab group, B'nai B'rith, Jewish Defense League)
2. Field research in the community – health conditions in the slums – drugs
3. Community involvement – students may want to create a pressure group to promote action on peace issues.
4. Actual employment in human development projects.

COST:

For materials, teacher training, field trips, etc.:
- for a full year's course $1,200
- for a six month unit $500
- for a six week unit $200

OTHER SUPPORT NEEDED TO INTRODUCE THE UNIT:

- for a full year's course 13 seals representing approval of school officials and 17 positive letters showing public endorsement*
- for a six month unit 7 seals and 8 positive letters
- for a six week unit 6 seals and 2 positive letters

** Remember a negative letter cancels a positive letter.*

The United Nations Association of the United States of America engages in objective, non-partisan research and policy formulation, backed by nationwide education, information and citizen-action programs aimed at making the United Nations and other international organizations more adequate to the needs of our times.

Its activities and programs are premised on the belief that opposition to war – to have real meaning – requires vigorous efforts to build the international institutions needed for settling differences peacefully and for cooperating in improving the quality of life.

UNA-USA works through 200 local Chapters, local units of 140 affiliated national organizations and 60,000 individual members. A Student and Young Adult Division is an integral part of the Association.

For more information contact:
UNA-USA
345 East 46th Street
New York, New York 10017

SCRIPT

FOR CHANGE AGENTS MODERATOR

CHECKLIST FOR PLAYING THE GAME *

I PLAYERS

A. Two moderators to read the scripts
B. Twenty to fifty participants
C. Assistants for the moderators if desired

II TIME ALLOTMENT

Game Time	70 minutes
Discussion	20 minutes
Total	90 minutes

III MATERIALS

A. Two copies of the script: one for each of the moderators
B. Fact Sheets for each of the participants: half gold, half white
C. Identification buttons: half for the Decision Makers; half for the Change Agents
D. Five envelopes containing:
   1. The allocated number of tokens (money, seals and letters for each of the groups.)
   2. One card per envelope with suggested questions for each of the Decision Makers groups
   3. Buttons for the Decision Maker groups
E. Posters or a blackboard for the Change Agents Progress Report Chart and the Total Contributions Chart. (Three colored felt tipped pens or chalk for the charts)
F. One clock or stop watch

IV ROOM ARRANGEMENTS

A. Two rooms
   1. One room must be large enough to hold the whole group in five table/chair arrangements.
   2. One room needs five even groups of chairs for half the group.
B. Put the Progress Report Chart in the smaller room and the Total Contributions Chart in the larger room.
C. Put the Decision Maker buttons and envelopes on the tables in the larger room and keep the Change Agents' buttons for the appropriate time for handing them out.
D. Have the supplementary materials for sale or to order displayed in an appropriate accessible place.
E. **Be sure to remind everyone to return the fact sheets, buttons, tokens, question cards and envelopes.**

* *Full explanation of each of these categories is found on pages 4 and 5 of the manual for the Decision Makers' moderator.*

DECISION MAKERS SCRIPT

Before beginning the game – welcome the players and introduce yourself, the other moderator, assistants if you have them,and the organizations you represent.

The **Moderator for the Decision Makers** will begin reading the introduction and will act as the Decision Makers moderator when the group splits in half.

The **Moderator for the Change Agents** will act as the leader for the Change Agents when the group splits in two after the introduction.

INTRODUCTION

DYNAMICS

This introductory explanation may be read directly from the script or outlined on three by five cards.

Allow 15 minutes

SCRIPT

Many people are currently taking responsibility for projects which may be unpopular at the outset but will benefit their community in the future. For example,a group might want a low income housing project built in a middle class neighborhood. Parents might want global issues courses taught in the public school system. A hospital might want to build a methadone clinic in a residential area adjacent to its facilities. In all these cases, those seeking change, the Change Agents, need the support of key elements of the community to insure success for their projects.

DECISION MAKERS, the game we are going to play simulates the kinds of problems you would face if you were trying to get community support for a controversial project. The game dramatizes the interaction between those wanting the change and the people whose support is needed.

DYNAMICS **SCRIPT**

It gives a formula for building community support for a social change project. While it could be played using any social change situation, for our purposes today the game will illustrate the problems faced by a community group which is trying to introduce a course on war and peace issues into their local high school curriculum.

The game is a simplified version of reality. At the end we can discuss how it conforms to actual situations. In this game, half of you will be Decision Makers, who are the key representative elements of the community. The other half of you will be the Change Agents, who represent active people in the community.

These are roles which are described in detail in your handout. The rules of the game require that whichever role you are assigned, you stay as much in character as possible. The role playing is easy and you don't need any experience or preparation. If you aren't sure what to do just go ahead and improvise.

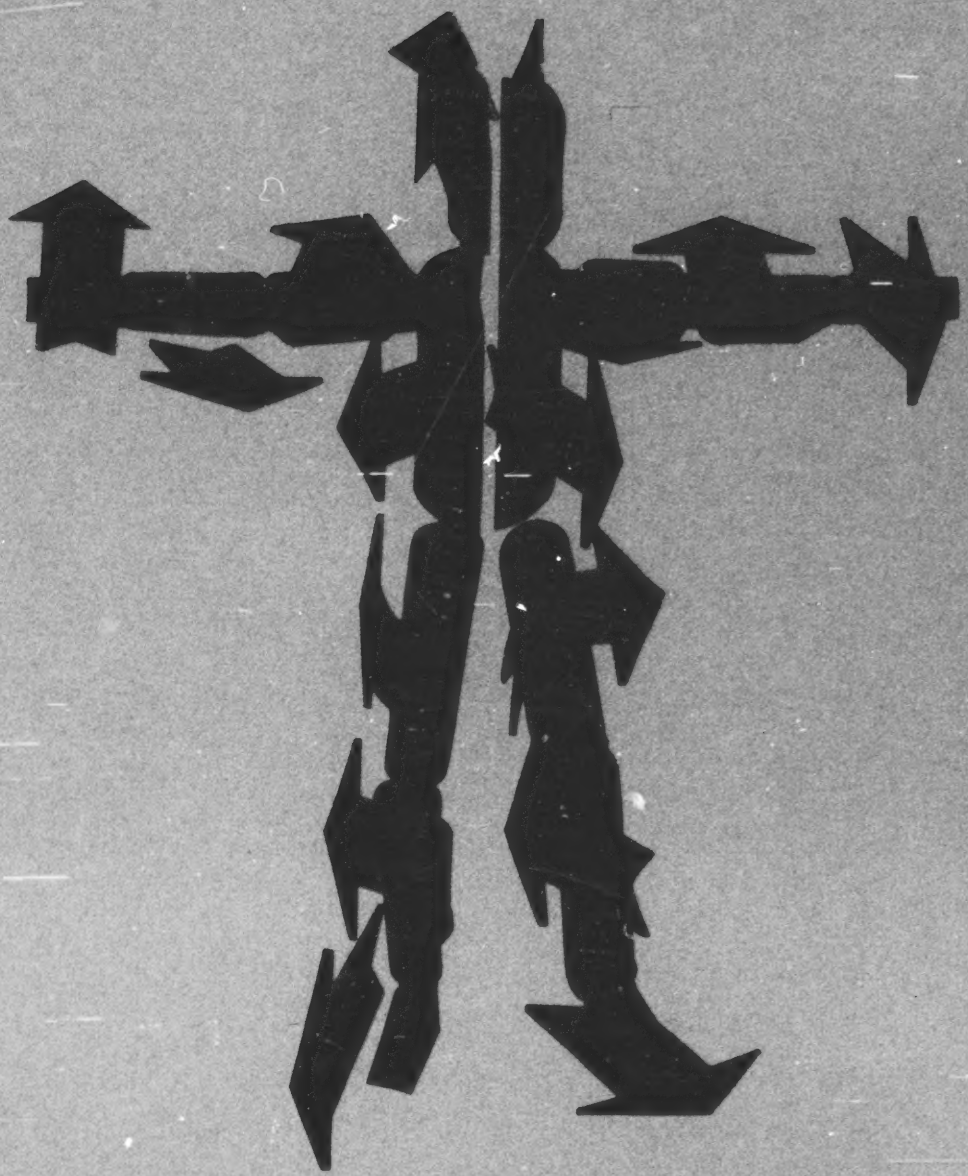
O.K. let's start. You are all residents of Springdale, a typical suburb in a large metropolitan area. The community is described on the first page of the fact sheets you all received when you entered. Let's take a few minutes to read the sheet.

Wait while the group reads the first page of the fact sheet.

In Springdale, the Change Agents, a citizens' group concerned about the public schools, has surveyed the courses in the local high school and have discovered few that relate to international affairs.

Since they feel young people today need to know about the world and the challenges our country faces, they have decided to try to get the schools to teach a course on war and peace. If they are to succeed they need the support of key groups in the community that can influence school curriculum. These groups are students, teachers, school administrators, parents and community leaders –

DYNAMICS	SCRIPT
	the Decision Makers. A brief sketch of each group is on page two of the fact sheet. Take a minute now to look at those descriptions.
Wait while the group reads page two and three of the fact sheet.	
	Those Decision Makers control the three elements necessary to introduce the unit – official approval, funds and public endorsement of the project. In this game we symbolize these elements by tokens –
Hold up sample of each	seals for official approval, paper money for funds and positive and negative letters for public reaction to the project. On page 3 of the fact sheet
Turn to page 11.	is a chart showing how the tokens are distributed. Take a look now at that chart. You can see that altogether the Decision Makers have $1,200.00, 13 seals representing official approval and 50 letters representing public reaction. At the bottom of the chart you see listed what the Change Agents need to introduce the course. The Change Agents must meet with the Decision Makers and overcome their reservations about the project in order to gain the Decision Makers support and the tokens necessary to introduce the course. Since this is the essence of the game, I'll repeat what I just said. **The Change Agents must meet with the Decision Makers and answer their questions about the project to gain their support and the tokens necessary to introduce the course.**
Those with gold fact sheets go to the small room. Those with white fact sheets remain.	We now will divide into two groups, the Change Agents and the Decision Makers, and meet separately to get further instructions about how to proceed. If the fact sheet you received is gold you will be a Change Agent. If it is white you will be a Decision Maker. The Change Agents will accompany their moderator to (indicate room). The Decision Makers will remain here.



moderator for change agents

CHANGE AGENTS FIRST CAUCUS

DYNAMICS

Have the chairs arranged into five groups or ask the Change Agents to divide into five equal groups, as they enter.

Read the outline of the course Challenges of Peace Building.

Hand out an even number of each type of button.

SCRIPT

We are all Change Agents, average community residents of Springdale. We are hoping to get a course on war and peace introduced into our high school. On page 4 of the fact sheet is a description of the course. Study it thoroughly. To best answer the Decision Makers questions about the course, it is important that you work out together your arguments for the introduction of the course so you will be consistent. Now, let's go over it together.

We need the support of five key groups of Decision Makers. Here are your identification buttons which designate which Decision Maker group you will be talking to.

Change Agents remember *you* are average community residents. You will be speaking to people who have assumed the roles of groups marked on your buttons.

Let me give you a quick description of the dynamics of the game from start to finish.

While you are in here, you will have about ten minutes to go over the course outline to prepare yourselves for your first meeting with the Decision Makers. Then you'll join them in the other room to try and persuade them of the value and feasibility of your curriculum Challenges of Peace Building. They have the description of the course and are preparing to ask you questions about things like costs, teacher training, field work, materials, or controversial subjects.

After 10 minutes, you all come back here. The Decision Makers will decide how many tokens, seals of approval, funds and negative or positive letters,

CHANGE AGENTS FIRST CAUCUS (Cont.)

DYNAMICS	SCRIPT
	they want to give you and will send them in here. We will record the number of tokens you receive on the progress chart. From the chart you will know which Decision Maker groups you really need to concentrate on. You'll have a few more minutes to discuss and plan your last meeting with the Decision Makers. That meeting will take 15 minutes. You again come back here while they make their final contributions to your project. We'll all meet together after that to hear what kind of course you have been able to persuade the school to introduce. Then we'll have a "debriefing" to discuss how realistic the process of the game is relative to actual situations and to your own experience.
Make sure that the Change Agents realize they are playing themselves and only meeting with parents, teachers, etc. Circulate unobtrusively to make sure each group begins to strategize.	Now you are on your own. Take about 10 minutes to go over the course description. Within your group try to figure out what type of approach will be most appealing to the group of Decision Makers you will be meeting. For example, what kind of questions would teachers have about a course with so many new concepts and activities? How can you describe the ideas so they will be appealing? Remember you have ten minutes to formulate your strategy.
After 10 minutes, take the group to join the Decision Maker groups in the larger room.	

CHANGE AGENTS SECOND CAUCUS

DYNAMICS	SCRIPT
After 10 minutes with the Decision Makers, go back to the Change Agents room and wait for the Decision Makers groups to decide how much support they want to give for the course.	We will have to wait a few minutes before we get the results of the first meeting with the Decision Makers. Why don't you spend the time discussing questions you were faced with, how you answered them and what strategy you want to use in the second meeting. You might want to discuss: 1. Which question gave you the most difficulty? 2. How did you answer it?

CHANGE AGENTS SECOND CAUCUS (Cont.)

DYNAMICS	SCRIPT
	3. Did any other group encounter the same question? How did you answer it?
	4. Does your group need additional information?
When the envelopes are brought in, give them to respective groups and ask them to call their results. Fill in progress chart.	Here are the results.
Appoint Treasurer -- Ask Treasurer to pick up tokens and envelopes.	Can we have a volunteer to be the Treasurer and keep the tokens?
Have the Treasurer keep the tokens and return the envelopes to the respective Decision Maker groups.	When we have the final results after our next caucus, the Treasurer will make a final report for the Change Agents to the joint meeting.
Change Agents and Decision Makers meet.	Now that you know which Decision Maker groups you need to focus on, some of you who have been more succesful might want to join another group to help out in the second round.
Moderator watch time and separate after 15 minutes.	O.K. time to meet again with the Decision Maker groups for fifteen minutes.

CHANGE AGENTS FINAL CAUCUS

DYNAMICS	SCRIPT
Final caucus 5 minutes	What were the most difficult or interesting questions you had to deal with?
Play this by ear. While the Change Agents are waiting the 5 minutes after the 2nd joint meeting use the suggested questions if necessary.	How did you answer them? How did other groups answer them?
Pass the envelopes out to the Change Agents. Remember that you don't have much time. Take the Change Agents back for the final joint meeting with the Decision Makers.	Would each group in turn tell me (or whoever fills in the Progress Chart) what the final contributions are from the Decision Makers.

FINAL JOINT MEETING

DYNAMICS	SCRIPT
With the whole group together, have the Change Agents' treasurer give the report. While he is talking fill in the Total Contributions Chart showing the results of the game.	Could we have the treasurer's report please. Please put all tokens and buttons in their respective envelopes.

DEBRIEFING

This should be the most interesting and rewarding segment of the game. The following page provides a guideline to help make sure your group leaves the game with a better grasp of the elements necessary for social change. Study the summary below as an example of organization of ideas for the discussion and highlighting of important concepts.

1. PLAYING THE GAME
   - A. **The results:** Go over the final results on the progress chart. Skip it if time is short. Let each Decision Maker group explain its response to the Change Agents' presentation. Let each Change Agent group explain its strategy.
   - B. **Purpose of the Game:** The game is designed to leave participants with a deeper knowledge and familiarity with the following:
     1. **The identity of the key elements in a community whose support is necessary for implementation of a project.**
     2. **An appreciation of the different elements necessary for a project to succeed. In this case: funding, public support, and official approval.**
     3. **A realization of the differences in power of Decision Making groups.**
     4. **Identification of the real concerns of each Decision Maker and Change Agent group.**
     5. **Knowledge of the format of an effective proposal and the importance of knowledge of the mood of the audience.**
     6. **An understanding of the importance of maximizing the talents and energy of a group.**
2. RELATING THE GAME TO REALITY
   - A. Ask if any of the participants are teachers or educational administrators.
     1. Ask them how realistic the results are.
     2. Is the community description realistic?
   - B. Was the interaction between the Decision Makers and the Change Agents plausible?
     1. Personal anecdotes
     2. Group consensus on strategy for social change.
3. RELATING THE GAME TO YOUR ORGANIZATION AND YOUR PURPOSE IN PLAYING THE GAME
   - A. Are there any other programs to follow?
   - B. Additional resources for follow up action.
     1. Present literature, organization reports
     2. Sign up sheets
     3. Miscellaneous

FACT SHEET

YOUR COMMUNITY

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Springdale is a residential community with a substantial number of citizens commuting to work in the city. Some people, however, are employed in the town's few industries or in stores and other service occupations. Republicans outnumber Democrats by two to one, although the town for the last several local elections has put Democrats in the key positions.

Religiously, the town is 25% Protestant, 45% Catholic and 30% Jewish and has a number of churches and synagogues. The town has a United Nations Association Chapter and the usual complement of public affairs organizations such as a League of Women Voters chapter, a Kiwanis Club, PTA's, etc., and has several country clubs and social organizations.

Springdale has five public elementary schools, two intermediate or junior high schools and one high school. About 30% of the population send their children to private or parochial schools. The public schools operate under general guidelines established by the state Department of Education but wide latitude is given to the local school board to make decisions about curricula. The School Board for Springdale has a reputation for supporting traditional methods but has favored innovative curricula that meet the expressed needs of the area's residents.

TIME NECESSARY FOR GAME

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Final Caucus	5 minutes
Game Time	70 minutes
Discussion	20 minutes
Total	90 minutes

NOTE: Please return this Fact Sheet, the tokens, buttons and envelopes at the end of the game.

decision maker roles

STUDENTS

We are a fairly representative group of students from a suburban middle income area. Most of us are concerned with making adequate or reasonably good grades and going on to college. We generally prefer dating and football as activities after school. Activist student groups have almost died out since the moratoriums of a few years ago. There are still some community service and radical groups around involving about 10% of the student body.

PARENTS

As typical suburban parents we are actively interested in our children getting a good high school education. Most of us want very much for them to go on to college and get the kind of training that will qualify them for a good job – preferably in the professional fields. We are happy for our kids to be involved in projects at school and will help if necessary on special occasions; however, an individual project should not take up so much time that it causes grades in other courses to drop. We think learning self-discipline is an essential function of education. While some of us are sympathetic to the peace movement, most of us believe students who strike, disrupt classes or get involved in similar "radical" activities, are going too far. For their own security and benefit we would be happiest if they would concentrate on their school work.

TEACHERS (Including department heads who have considerable power to make decisions about curriculum and who are generally also teaching.)

Most of us live in the community. The High School, though a public one, pays us fairly well and does not overburden us with too many students per teacher. Only about 10% on our staff have traveled abroad and are really interested in international affairs. Our faculty are a cross-section of young teachers recently graduated with degrees in education, and more experienced individuals. The more experienced teachers naturally have quite a bit of respect and influence, both with the administration and the department chairmen. Their classes are strictly disciplined and their methods, tried and true.

However, some of the younger teachers have brought in fresh teaching ideas and suggestions on use of multi-media materials that have been helpful to us all. Comprising about 15% of the faculty, these teachers are eager to try new materials and will take the time and effort to be trained to use them correctly. The majority of the rest of us are not quite as involved in our teaching careers, having been at it longer. We treasure our free time away from school.

ADMINISTRATORS (Including the Board of Education, Superintendent, and school principals)

Our main concern is to keep the schools running smoothly. We keep a strict eye on our limited budget, but we do have funds available for experimental courses. We are held responsible for the security of our students in any activities relating to their school work;

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We are wary of highly politicized groups trying to influence our teachers and the materials they use. Our policy is to avoid programs that are too controversial and jeopardize our credibility as educators in the total community.

Our superintendent is quite progressive and encourages us to try new materials and methodology.

COMMUNITY LEADERS (Clergy, businessmen, housewives, professionals, etc.)

We are the influential members of our community. Each of us belongs to several civic groups such as the Chamber of Commerce, League of Women Voters, U.N.A., Lions, Kiwanis, the P.T.A., etc. Our concerns are to promote a stable, growing, law-abiding community. We want our kids to be qualified to get a good job and be an asset to the community.

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DECISION MAKERS INFLUENCE CHART:

TOTAL TOKENS	Educational Administrators	Teachers	Students	Parents	Community Leaders
$1,200	420	200	150	150	280
13 Seals	7	4	1	1	0
25 Positive Letters	3	3	3	8	8
25 Negative Letters	3	3	3	8	8

NEEDED TO INTRODUCE UNIT:

Full Year Course	6 Month Unit	6 Week Unit
$1200 dollars	$500 dollars	$200 dollars
13 Seals	7 Seals	6 Seals
17 Positive Letters	8 Positive Letters	2 Positive Letters

CHALLENGES OF PEACE BUILDING

HIGH SCHOOL COURSE

The Change Agents want to get the course described below introduced into the social studies curricula in our local high school.

Each of the following areas would be treated:

1. DISARMAMENT – THE CHALLENGES OF NUCLEAR WEAPONS
2. INTERNATIONAL INSTITUTIONS AND WORLD LAW
3. SOCIAL CHANGE AND ECONOMIC GROWTH IN DEVELOPING AREAS
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GOALS:

1. Understanding of international perspectives on global issues
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TEACHING METHODS:

1. Seminar discussions
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EXTRA CURRICULAR ACTIVITIES:

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COST:

For materials, teacher training, field trips, etc.:
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SAMPLE POSTERS

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IDENTIFICATION BUTTONS

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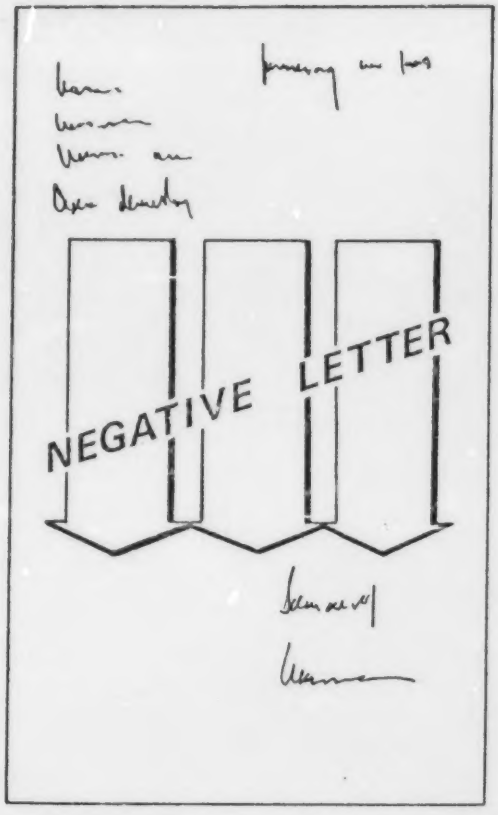

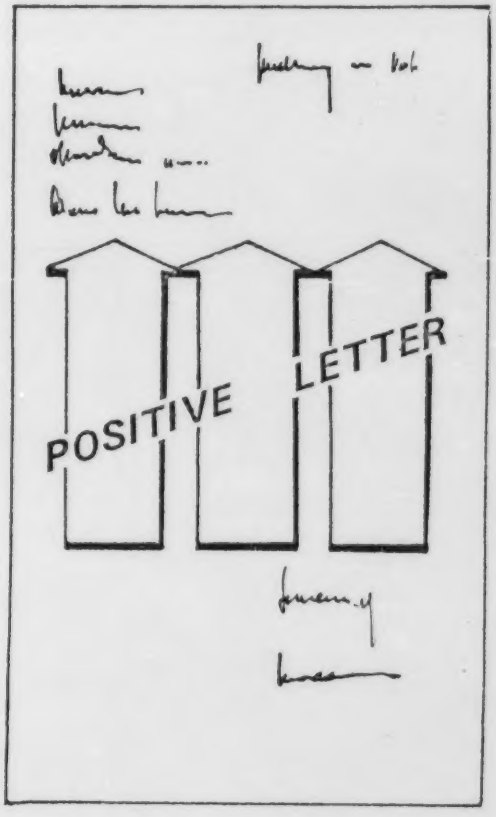

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PAPER MONEY

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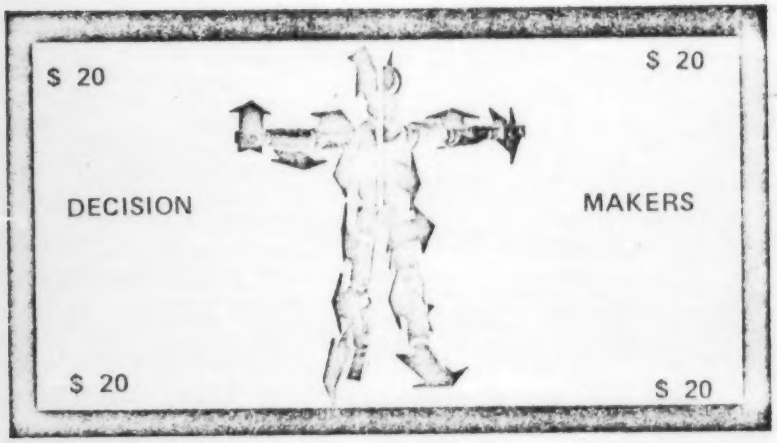

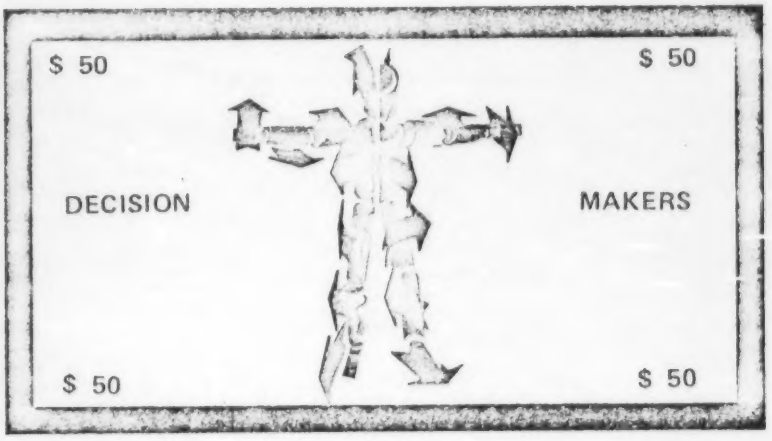

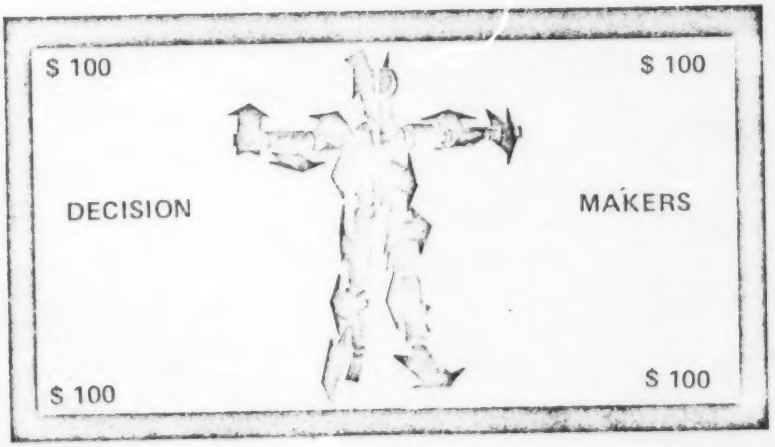

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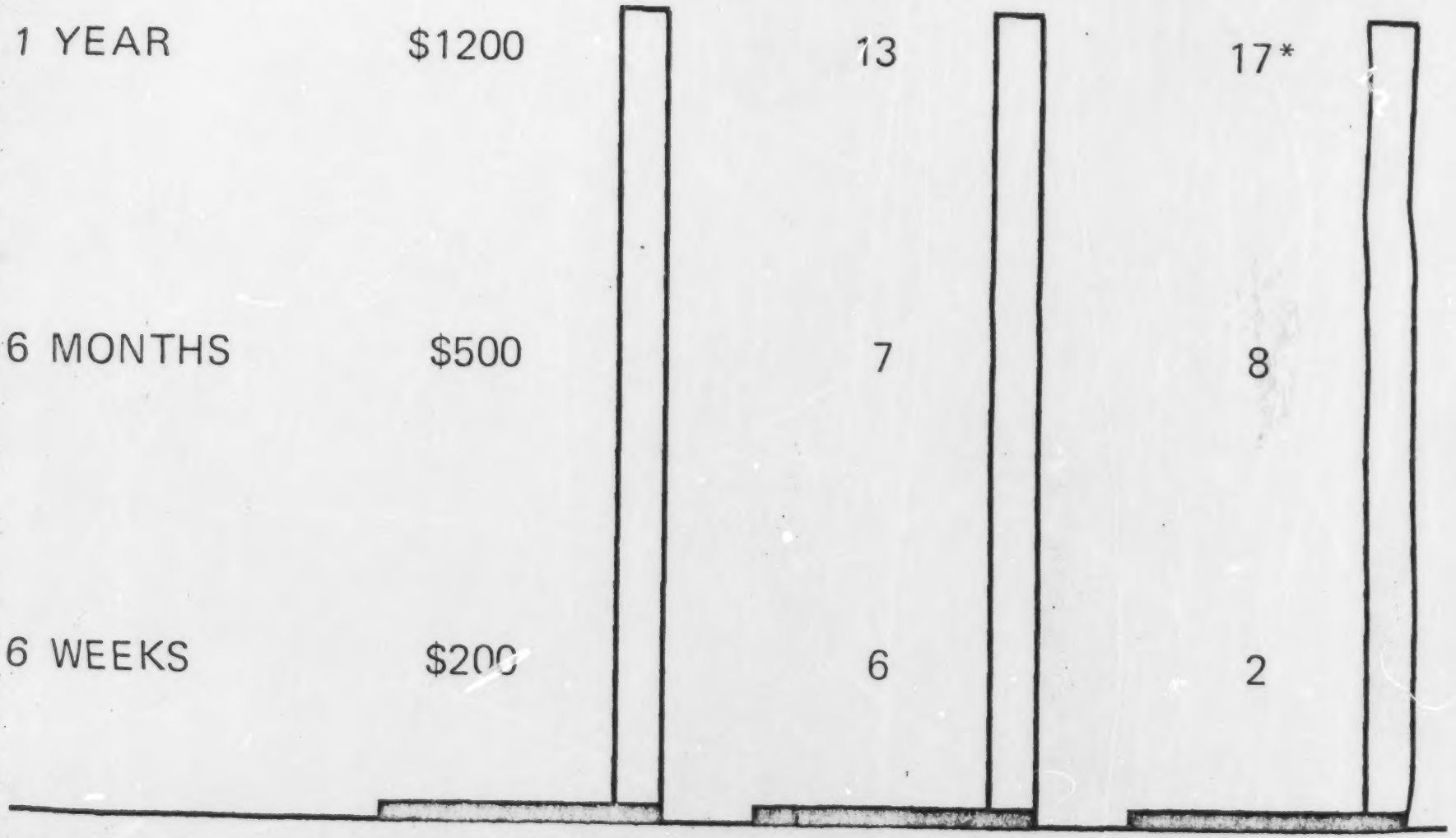

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5 SAMPLE QUESTION CARDS

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DECISION MAKERS

Possible Questions **Teachers** Might Have :

1. How can I teach this unit when I feel unprepared to deal with peace issues ?
2. Will I get enough training ?
3. Will I get support from the school administration if I deal with controversial topics or teaching methods ?
4. How will this unit relate to the rest of the social studies curriculum ?
5. Is this unit pushing one political line ?
6. With field trips and independent study will I be able to maintain discipline in the classroom ?

DECISION MAKERS

Possible Questions **Community Leaders** Might Have :

1. Is the unit pushing one political line ?
2. Will the unit encourage "radical" action from the students ?
3. How will the unit prepare students for college or jobs ?
4. How expensive is the unit ? Where will the funds come from ?

DECISION MAKERS

Possible Questions **Parents** Might Have :

1. How will the unit help my child prepare for college ?
2. Is the unit pushing one political line ?
3. With seminars and field trips will my child get enough discipline to learn ?
4. On field trips will my child be in danger ?
5. Why is the unit necessary ?

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DECISION MAKERS

Possible Questions **Administrators** Might Have :

1. Will the teaching method of the unit be disruptive to the rest of the high school ?
2. How can we find the funds in our tight budget ?
3. Is the unit pushing one political line ?
4. Why is this unit more important than anything else ?
5. If we use the unit will other community groups request units for their special interest ?
6. What reaction will there be in the community ?

DECISION MAKERS

Possible Questions **Students** Might Have :

1. How much homework will we get ?
2. Will all sides of the issue be presented ?
3. How will the unit be taught ? How will it be different from our other courses ?
4. How is the unit topic relevant to our concerns ?
5. How will it help us prepare for college ?

Five envelopes need to be made for: 1) Community Leaders; 2) School Administrators; 3) Teachers; 4) Parents and 5) Students. (See Instructions.)